



Bluecoat Primary
believe in yourself, in others, in God

Rationale for the re-organisation of parallel classes.

Children who have started Reception at Bluecoat arrive from many different pre-school settings. The decision to create two classes is based on the best available information at the time, but given the wide range of settings Reception children join the school from, there is limited face to face prior knowledge of the children, friendships, attainment, learning needs, support required, progress, capability and aptitude. However, by the end of Reception there is a very detailed knowledge of the children in all areas of learning, which can inform our decision making for class organisation the following year. We also often have children leave or join the school in different year groups at different points throughout the year. These children have to slot into whichever class has a space. Re-organising classes helps us to find the best place for all children.

Mixing children across classes:

1. Promotes opportunity for children to form new friendships and work with others.
2. Allows the school to review the balance of children in each class following a number of children leaving and starting the school in every year group. This avoids classes becoming uneven in a range of pupil characteristics (such as gender).
3. Ensures the matching of pupil needs to available additional teaching assistant support using current resources.
4. Allows teachers to make a professional decision about learning groups for next year and also where particular relationships between pupils are not conducive for learning to redistribute children between the new classes.
5. Allows school to support the most vulnerable and able pupils by reviewing progress and achievement in this academic year.
6. Helps us to ensure every class has the broadest range of pupils from different backgrounds, faiths, home languages etc. to support our inclusive ethos.
7. Learning experience for the children and helping children to start the next academic year with a universal equality, whilst opening up the possibility for new friendships and collaborations.
8. Mixing classes can also help prepare children for their next stage in their learning, where they may be grouped in many different ways within the school. This will also support children with transition when moving onto secondary school, where the children form new and different cohorts with children from other primary schools.

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When classes are reorganised, the following factors will be taken into consideration:

1. First consideration is always given to grouping children in classes or sets that will benefit them educationally, i.e. in the teacher's professional judgement the children will learn / work well together within the classroom environment.
2. Class teachers will also give consideration to friendships and always ensure as children move they have at least one friend with them to support them in the early days before new friendships emerge in the first week of the new term. In rare instances where 'friends' don't work well together in class, adversely affecting educational outcomes, teachers may make the decision not to place children together in any new class.
3. Regardless of the outcomes of any class reorganisation, staff will always ensure that children continue to play together and that at social times, including lunchtime, children operate as a whole year group and then can form any grouping they wish from the current or previous classes.